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THE JOURNAL OF EDUCATIONAL SOCIOLOGY

EDUCATION FOR FAMILY LIVING

Mabel Grier Lesher and Samuel Tubbe Robbins,
Joint Editors

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EDITORIAL

Some years ago a national educator who had been studying the problems of American youth spoke of the demand the young people were making for functional college courses in Marriage and Family Living. Then he further stated, "It will not be long until the public high schools will be required to include such training."

Today we are witnessing a devastating threat to the home and to the preservation of the American family way of living. This is largely due to incompatibility between technological and social change — leaders of social agencies cannot keep pace with scientific changes and their effects on the mores and way of living. Accordingly, there is mounting public concern and recognition of the need for training children, youth, and adults to meet the responsibilities involved in democratic family living and for emphasis upon the deep satisfactions resulting therefrom.

Evidences of this recognition are seen in the poll of outstanding administrators and parent-teacher officials reported in the June 1944 issue of the *Nation's Schools*; in resolutions of the National Congress of Parents and Teachers, which pledges its support in any effort to promote a

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social-hygiene-education program so planned as to result in better family and community living; in the recommendations of the National Conference on Family Relations held in Washington, May 6-8, 1948; and in the numerous state and local conferences and institutes concerned with family and child welfare. Radio and Town Hall broadcasts, the increasing number of magazine articles that plead for the schools to meet pupil needs in this area of education, growth in marriage counseling, demands by church leaders for classes in marriage and family living, and planning for social-hygiene and family-life education in the over-all programs of such national organizations as the National Tuberculosis and Health Association, Young Men's Christian Association, Young Women's Christian Association, Parent Teachers Association, Home Demonstration Council, Federal Council of Churches of Christ, and many others, all manifest public concern for measures to meet this crisis.

The basic principles and plans for such training by the home, the schools, the church, and community agencies were developed and tested by pioneer educators of the American Social Hygiene Association thirty-five years ago. They are now beginning to bear fruit in the different types of state and city activities related to the field of education for personal and family living. In this issue an attempt is made to present a sampling of what is being done in four states and two city school systems. Others equally outstanding could be mentioned if space permitted.

We have selected the state of Oregon because of its facilities, made possible by the financial assistance of the recently established E. C. Brown Trust fund. Although an educator thirty years ago developed a biology program in the elementary schools of Oregon, further progress seemed retarded until the Brown Trust enabled Oregon to support a state-wide program of social-hygiene education. This

program provides professional assistance to schools and colleges and supplies materials and films, including the well-known film, *Human Growth*. Mississippi's Education for Responsible Parenthood program, under a full-time state director, illustrates the development of widespread community interest and co-operation, as well as teacher and leadership training, promotion of school programs, and training of young college students in the essentials for constructive marriage and parenthood.

Utah is reaping the fruit of seeds sown twenty years ago when courses in social-hygiene education were given by representatives from the American Social Hygiene Association, and again in 1946 and 1947. In this state the University of Utah, the Salt Lake City public schools, and the Mormon Church co-operate in an all-out effort to prepare young people for constructive marriage and homemaking and teachers for an integrated program in the schools, in church, and in community activities. Utah goes far in teacher training in this area of education. New Jersey portrays a state-wide effort to secure administrative and public understanding and endorsement for an integrated program in the social-hygiene aspects of education for family living throughout the public schools, supported by intensive parent-teacher co-operation and definite provision for teacher training. Agreement upon desired policies, content, methods, and procedures for such a program has received major consideration.

In Bronxville, New York, can be seen a well-integrated public-school program that has been functioning for more than twenty years. A trained faculty is definitely preparing boys and girls for personal adjustment, marriage, and parenthood. San Diego, California, is another school system where the developing human-relations program in education has sound community endorsement and support.

While efforts to preserve and enrich American family

life can be duplicated in various parts of the country, it still remains true that only a minor proportion of our future homemakers are being adequately reached. The greatest deterring factor is the dearth of qualified teachers and leaders. Many young graduates from teacher-training institutions today are familiar with content materials for a program of education for family living, but they are totally unacquainted with essential methods, procedures, and cautions for practical application in the classroom or in individual conferences. It is hoped that this issue may challenge educators to increased effort in the functional preparation of pre- and in-service teachers to meet their opportunities and responsibilities in the field of personal-social relations and richer family living.

Mabel Grier Leshner, A.M., M.D.

SOCIAL-HYGIENE EDUCATION IN OREGON¹

Adolf Weinzirl, M.D., and Curtis E. Avery

In recent years Oregon has achieved a gratifying reputation for leadership in social-hygiene education. Before sketching briefly the framework on which this reputation is built, it will be well to take note of the meaning that the term "social-hygiene education" connotes and the implications of this connotation with respect to Oregon's position.

There are of course many definitions of social-hygiene education, but in Oregon the thinking has identified it with *all* those forces in society that assist in the transmittal from generation to generation of the most healthy and desirable attitudes and ideals of our culture with respect to sex, to monogamous marriage, and to the having and rearing of children. These forces are obviously not unique in Oregon. Stable marriages and emotionally satisfactory homes do exist everywhere in the United States and are always in themselves perhaps the most potent forces in social-hygiene education. The fundamental ideals of the churches, the schools, fraternal organizations, service clubs, parent-teacher groups, and countless other agencies are common to all parts of the country and are all strong forces in social-hygiene education.

Oregon can claim particular note chiefly because of the fact that the leaders of the agencies enumerated above have happily agreed on the meaning and ends of social-hygiene education. More specifically, Oregon is perhaps unique in

¹ The authors gratefully acknowledge the assistance in preparing this article of Rex Putnam, Superintendent of Public Instruction, Oregon State Department of Education, and F. G. Scherer, Director of Social Hygiene Education, Oregon Tuberculosis and Health Association. Other debts in furnishing information for the article are owed to many persons too numerous to mention here.

the co-operative existence of two agencies specially and solely devoted to the study and promotion of social-hygiene education. These two agencies are the E. C. Brown Trust and the Division of Social Hygiene, Oregon Tuberculosis and Health Association. Possibly the working of these two agencies with the other direct and indirect social-hygiene organizations has contributed more than anything else to Oregon's reputation.

The E. C. Brown Trust

The E. C. Brown Trust is financed by the income from the estate of a public-spirited Portland physician who died in 1939. Dr. E. C. Brown, who throughout his career held an abiding interest in sex education, provided in his will for the establishment of a public trust to carry on a program of social-hygiene education in Oregon. The administrator of the trust is the President of the University of Oregon, currently Dr. Harry K. Newburn. Although the E. C. Brown Trust is financially independent of the university, it is closely associated with it in many beneficial ways.

In establishing the trust which bears his name, Dr. Brown had in mind a program of education concerning venereal diseases and designed to promote wholesome attitudes about sex and marriage in the minds of the young people of this state. He recognized that to a great extent such education might best be accomplished indirectly through teachers, parents, and adults generally. A program of educational activities under the E. C. Brown Trust was begun late in 1941.

It was obvious from the beginning that the E. C. Brown Trust income, though substantial, would be insufficient to support a program of direct teaching and that, therefore, the funds must be used to facilitate the social-hygiene educational activities of already existing agencies. Thus, its function became one of providing leadership, guidance, and materials to others.

The directors of the program have always sought to be realistic in their attitudes toward social-hygiene education. They have recognized two kinds of educational forces: one that seeks to condition the attitudes which control conduct, and the other that provides intellectually satisfying information which may or may not influence conduct. Regarding the first of these, the Brown Trust officials believe that when undesirable patterns of conduct have been established early in life (as is so frequently the case), education to change such behavior patterns is a slow and discouraging process usually unproductive of tangible and measurable results. On the other hand, where healthy attitudes and patterns have been established early these can be reinforced by further information and education. Therefore, emphasis must be given to parent education and, in so far as education leading to desirable conduct is concerned, to early education in the home.

Regarding social-hygiene education of the second kind, the need for essentially technical information is recognized. In its simple form the type of question to which an answer is desired is, "Where do babies come from?" or "How do people get made?" In its more complex form it involves an interest in the social and cultural history of the family, the health of the family, the mental hygiene of the individual, etc. The assumption is that information concerning all that is involved in sex, marriage, and family living has intrinsic value. If such information is widely presented in good taste and over a period of time it has the effect of making social-hygiene topics more and more emotionally acceptable among the people. It is this gradually developed acceptance of social-hygiene subject matter as much as any other educational force which has contributed to Oregon's reputation in this area.

The E. C. Brown Trust recognizes that education depends on communication. Communication, if it is to have

value in the sense that the information transmitted becomes a part of the individual's mental and emotional equipment, can take place for the most part only between individuals who feel the same way about a given subject. This concept is particularly important in the field of social-hygiene education because of the widely varying emotional conditioning of the public with regard to many phases of the subject matter. In carrying out such an educational program as that under discussion, it is necessary to work as far as possible with already established groups in which there exists a unity of feeling about the subject matter and to use suitable devices and techniques for further establishing such unity. On this basis the lecture method is accepted for the purpose of conveying technical information but is supplemented by question-and-answer periods. Visual aids are emphasized as a means of establishing similarities of feeling regarding a given subject preliminary to education by group-discussion methods. The reading of books and pamphlets is generally considered an inadequate method of communicating information, except when used to supplement continuing study and discussion. Special emphasis is placed on the group method of communication, whether in classroom situations under teachers or in adult study groups under trained discussion leaders. In such study groups individuals gradually, often laboriously, but with the satisfaction that comes with participation, evolve for themselves the understanding of the subject matter that will have value to them.

The Public Schools

In the public schools of Oregon great emphasis has been placed on health instruction as a vehicle for social-hygiene education because the 1945 legislature passed a law making the teaching of health compulsory in the public schools.

Although the teaching of social hygiene was not specifically made compulsory, the health-education law did specify

that the following subjects must be taught: personal hygiene, community health and sanitation, communicable diseases, nutrition, mental health, safety education, first aid, choice and use of health services and health products, structure and functioning of the human body, physiological effects of exercise, and such other instruction as the state superintendent of public instruction might deem important.

Manifestly many of the foregoing subjects are ideal vehicles for social-hygiene education. This is especially true of communicable-disease instruction, where data regarding gonorrhea and syphilis may be included; of structure and functioning of the human body, where data concerning reproduction may appropriately be studied; and of mental health, where the subject of marriage and family living would constitute an important part of the instruction. Personal hygiene, community health, and health services might also serve as vehicles for much instruction classifiable as social-hygiene education.

In assisting the schools of the state to carry out the social-hygiene education aspects of their teaching both within and without the framework of health education, the E. C. Brown Trust has produced, tested, and made available the film, *Human Growth*, a 20-minute full-color sound motion picture dealing with human growth and reproduction for use on the junior-high-school level. This visual aid also demonstrates good teaching methods and the use of discussion periods. Its particular importance lies in the fact that it is designed to develop wholesome feelings concerning the subject matter as a means of creating a favorable teaching situation to be utilized by the teacher for as many subsequent class periods as desirable. As a means of further assisting the schools, the E. C. Brown Trust provides teachers with supplementary pamphlet materials and subsidizes teacher-training courses in social-hygiene and family-life education during the summer sessions at the University of

Oregon, Willamette University, and Pacific University. The three Colleges of Education under the State Board of Higher Education also contribute to the program in many ways, including the training of their students in the use of the film, *Human Growth*.

Colleges and Universities

The numerous colleges and universities in Oregon are doing a great deal in the field of education for marriage and family living. The E. C. Brown Trust facilitates the teaching in these institutions by providing their libraries with family-life-education book-gift collections. The method of selecting titles to be incorporated into the book gifts consists of inviting the president of each institution to appoint a committee of faculty members representing appropriate departments, such as sociology, psychology, biology, hygiene, and others, to recommend selections they believe might be most useful in supplementing their teaching. Additions and replacements are made annually on the basis of similar committee recommendations.

Libraries

The numerous lecture series and group discussions on the many aspects of social-hygiene education, undertaken by various agencies and organizations either with or without the assistance and guidance of the E. C. Brown Trust leads to a need for readily available books on the subject for reference purposes and supplementary reading. In order to meet this need, an extensive collection of books has been placed in the Oregon State Library with the more important titles duplicated as many as twenty to twenty-five times. When a series of lectures or discussions is organized, arrangements are made by the local librarian to obtain selected titles on a loan basis from the State Library for use in connection with the local series.

Parent-Teacher Associations

During recent years the National Congress of Parents and Teachers has become increasingly interested in promoting social-hygiene education, and its organizational pattern includes provision for state and local social-hygiene chairmen to plan and further this type of education. In Oregon the E. C. Brown Trust has been able greatly to facilitate the social-hygiene-education efforts of the Oregon Congress of Parents and Teachers by helping to train leaders and by furnishing pamphlet materials and bibliographies of social-hygiene-education books available through the Oregon State Library. It is ordinarily difficult for state Parent-Teacher Association social-hygiene chairmen to keep in reasonably close contact with local organizations because of the cost of the travel involved. By assigning the Oregon state social-hygiene chairman speaking assignments under the E. C. Brown Trust sponsorship, it has been possible to afford her much greater opportunity to travel throughout the state, to keep in contact with local groups, and to maintain greater interest and activity with respect to social-hygiene education at the local level. This interest of the Oregon Congress of Parents and Teachers was of particular value in connection with the production of the E. C. Brown Trust film, *Human Growth*. Each step in the preparation of the film, as well as its final testing, was carried out mainly by means of surveys of Parent Teacher Association audience reactions.

Division of Social Hygiene, Oregon Tuberculosis and Health Association

The activities of the agencies listed above obviously do not provide sufficient strength to do the entire job of social-hygiene education in Oregon in accordance with the principles discussed earlier. Without the tremendously important part played by the Division of Social Hygiene, Oregon Tuberculosis and Health Association, Oregon's reputation

could never have been achieved. Working in agreement with the definitions and principles outlined at the beginning of this article, the Division of Social Hygiene has used its unique resources to complete the framework of social-hygiene education upon which Oregon's reputation is built.

The function of the Division of Social Hygiene, Oregon Tuberculosis and Health Association, is specifically to carry on a state-wide program of sex education *in the homes* by offering materials and services to parents, especially where these parents are not reached by other agencies, and in a more direct and personal way than can be afforded by other agencies.

Social-hygiene committees have been added to the various county public health associations to spearhead the development of a state organization and to co-ordinate in each county and local community the activities of all interested agencies so that a sustained state-wide program can be carried on.

Thus, in two years of active promotion, an estimated 35,000 homes have been reached in which one or both of the parents have had a minimum of four meetings in a neighborhood discussion group, using a recognized home-study course. This rapid extension of parent education has been possible through the combined resources of the Division of Social Hygiene and the E. C. Brown Trust functioning through county committees. The county committees not only provide access to ready-made groups but they have gone beyond all organization to reach an area of population that is usually untouched by such educational movements. In many small areas every home in the community has had this basic study material. Local leaders have been trained as discussion leaders, not as social-hygiene experts. There has been a highly satisfactory experience among the parents in acquiring the information and learning a vocabulary under

this type of leadership, and using simple, elementary material.

Adolf Weinsirl, M.D., is Professor of Public Health and Preventive Medicine, University of Oregon, past director of the E. C. Brown Trust, and formerly Deputy Commissioner of Health, Seattle, and City Health Officer, Department of Health and Sanitation, Portland, Oregon.

Curtis E. Avery is Director of the E. C. Brown Trust, and Professor of Education, University of Oregon. He was formerly on the staff of the University of Minnesota, and more recently Registrar of the University of Oregon.

EDUCATION FOR FAMILY LIFE (NEW JERSEY)

Mabel Grier Leshner, A.M., M.D.

New Jersey's interest in family-life education, formerly known as social-hygiene education, has been one of long, gradual development. Thirty years ago the initial effort to awaken the community to youth's need for this type of guidance was begun by the New Jersey State Department of Health through the Division of Venereal Disease Control. Under that organization speakers addressed various types of group meetings, in addition to giving "talks" to high-school pupils, and also made literature and films freely available. This department still serves as the main distributor of vast amounts of the best endorsed, up-to-date literature, free upon requests from parent-teacher groups, educators, church and welfare groups, and interested citizens.

Beginning of Teacher Training

Although scattered programs had previously been started by some schools, in 1927 the board of education in an industrial city of 130,000, typical of public concern in other parts of the country, became aroused over the increasing incidence of illegitimacy in the secondary schools, particularly among junior-high-school-age girls. Consequently, a woman physician, with special training in the methods of social-hygiene guidance by the pioneer educators of the American Social Hygiene Association, was appointed to the school staff to serve full time in the double role of medical examiner and social-hygiene instructor for ninth-, tenth-, eleventh-, and twelfth-grade girls and as examiner for selected classes of both boys and girls in the elementary grades.

Seven years later one of the girls who had received the benefit of this training had become a school nurse. Realizing that many teachers and nurses among her associates felt their inability to cope with the questions and social problems of the adolescents under their supervision, she pleaded for a social-hygiene-education training class for in-service teachers, nurses, and other interested persons. Thus began the first formal teacher training through extension courses accredited by Temple University School of Education, under the direction of the school physician appointed by the board of education that felt its responsibility for youth and family welfare. Later, because of increasing requests from various parts of the state for the schools to assume some responsibility in the area of youth guidance in boy-girl relations, and also because of the requests of teachers for training to meet this growing need, elective courses were offered at the State Teachers Colleges in Trenton, Paterson, and Newark, dependent upon enrollment. Since 1939 Rutgers University School of Education has been offering accredited in-service, extension courses in Methods and Materials of Education for Family Life (social-hygiene aspect) on the graduate and undergraduate levels, both on the campus and anywhere in the state, conditioned upon a minimum enrollment of fifteen persons. To date more than 700 students have voluntarily enrolled in the classes in these various institutions.

State Advisory Committee

The year 1939 further marked the first step in planning for a state-wide social-hygiene-education program in the schools through the appointment of an education committee by the New Jersey Social Hygiene Association. Upon the dissolution of this association, this committee in 1943 became the Advisory Committee on Social Hygiene Education to the New Jersey State Department of Education,

appointed by the State Commissioner of Education. In addition to the State Commissioner and the Assistant Commissioners of Elementary and Secondary Education, the present personnel includes representatives from the Division of Health, Safety and Physical Education, others from the Department of Education and the State Department of Health, faculty members from three of the teacher-training colleges, elementary and secondary teachers with classroom experience in this field, a school administrator, a school physician, and appointees from the New Jersey Congress of Parents and Teachers and the New Jersey Tuberculosis League.

Activities of Advisory Committee

Foreseeing that undesirable results may follow premature or untimely efforts in an ill-considered program, the first activity of the Advisory Committee in 1941 (at that time sponsored by the New Jersey Social Hygiene Association) was preparation of a statement of the primary goal, basic principles, and teacher qualifications it believed should underlie a positive program of sound sex education in the schools. This statement, entitled *An Approach to Sex Education in Schools* — number one of a series of bulletins on Education for Family Life—was published by the American Social Hygiene Association and circularized among the school administrators and Helping Teachers of New Jersey. This bulletin indicates that the committee agrees with the 1930 White House Conference Report that "the primary aim of social hygiene in schools is preservation of the family and the improvement and enrichment of family life." As suggested in the Nineteenth Yearbook of the American Association of School Administrators, published February 1941, the committee likewise believes that "the schools should work to aid in the solution of the vexing problems of boy-girl relations which involve all the physical and emotional adjustments upon which life depends."

One of the assistant commissioners has well said: "Any program of education that neglects this area of pupil training can hardly claim to be preparing boys and girls for real living." In the Foreword of the recently published Bulletin 13, entitled *Education for Family Life in the Primary Grades*, the State Commissioner declares: "Education for family living includes sex education but is not limited to it. It is a well-rounded approach to many aspects of personal, family and community life. Sex is important because it is a part of a larger problem, with moral and ethical as well as physical aspects. It is a basic factor in emotional and physical health and in personal and social development. Hence, the social hygiene aspect is emphasized in education for family living."

A second bulletin in the series on Education for Family Life, entitled *Education for Human Relations and Family Life on the Secondary School Level*, was also published in 1941 to fill the requests of school authorities for program guidance in meeting the increased youth problems incident to the Second World War. In addition to re-emphasizing the basic ideal of a program appropriately integrated into the curricular subjects and classroom experiences from the kindergarten through the entire twelve grades, this bulletin includes a detailed listing of desirable goals in knowledge, attitudes, habits, adjustments to home and family to be obtained by the end of the twelfth grade: a content outline of possible specific integrations into many subjects of the school program and suggestions for a briefer introductory program where one or more capable teachers could prepare a series of classroom talks, to be discontinued when enough qualified teachers could handle a correlated program. Among the listed procedures for this program, stress is laid upon the importance of well-balanced and emotionally mature teachers, with high standards of social and family living "as the attitudes and behavior of pupils are influ-

enced more by the teacher than the mere facts that are taught"; regular classroom teachers are preferable, in general, to outside speakers; venereal infections should be included in the study of other communicable diseases without emphasizing or minimizing (and interpreted in relation to personal and future family happiness); discussion of ways and means of birth control has no appropriate place in the high-school program; and there should be opportunity for individual pupil guidance by persons with sympathetic understanding of youth's personal-social adjustment problems. Teachers in this field of education for personal and family living should be able to feel the pulse of the community, with "respect for differing ethical and religious views found in pupils, families and community and for changing scientific knowledge."

This bulletin has met a definite need as evidenced by the third printing. In 1944 Curricular Syllabus Number Six — *Personal Health Problems: A Course for College Freshmen* — was prepared by representatives from four of the state's teacher-training colleges, one of whom is a member of the State Advisory Committee. This syllabus presents a detailed unit on social hygiene, including objectives, content, and an extensive bibliography.

Information about distribution of this publication should be directed to the State Director of Teacher Education, Trenton, N.J.

The Advisory Committee on Social Hygiene Education believes that one of the most important needs of young people is sound preparation for parenthood and homemaking and that education for family life should be a major objective in public-school education. It further believes wholesome sex education in the preschool and early school periods to be essential for improved parent-child relationships, more satisfactory boy-girl relations, and for sound preparation for later homemaking and parenthood. The committee

agrees that initial responsibility for such sex-character training rests upon the home; but it also realizes that many homes are inadequate to meet this responsibility. Accordingly, the committee recognizes in the possible close relation of the parent to the primary-school teacher a unique opportunity to assist the home in this area of child guidance and also to reach many children whose parents neglect or are indifferent to this needed training. Bulletin Number 13, *Education for Family Life in the Primary Grades*, published by the New Jersey State Department of Education in 1948, has been prepared to stimulate and guide a local school district in planning its own program, by indicating possibilities for education for family life occurring in daily classroom experiences. Plans for a bulletin to cover a suggested program on the upper elementary level are now under consideration. This Bulletin Number 13, and those previously published, are not intended to be a substitute for training in specific methods and procedures, which should be done through accredited courses in teacher-training institutions or in-service extension courses.

Report on the School-Health Program Committee

Further progress in state planning for family-life education in New Jersey is seen in the Report of the Commissioner's Committee on *The School Health Program*, dated April 1947, based upon the findings of a committee appointed to survey health needs in the public schools of New Jersey. The report upon teacher training and detailed content for instruction in elementary, junior, and senior high schools includes "family living and sex education," stressing the fact that "all teachers should have basic preparation for teaching health, safety education, family living and sex education that teachers of family living and sex education should be exceptionally well-adjusted and emotionally stable." Specific recommendations include:

That all high-school girls be taught child development and care — preferably in the fourth year

That a modified course in home nursing, child development, and care be offered as an elective to boys — in either the third or fourth high-school year

That family living and sex education be included in the health and safety course of study and that it also be well integrated with other high-school subjects

That child care centers be set up as soon as possible on an area basis — where boys and girls may gain a better understanding of young children and have supervised experience in working with them

Significant Parent-Teacher Co-operation

Two years before the National Congress of Parents and Teachers in 1944 adopted a resolution pledging "its support in any effort to promote a social-hygiene-education program (in the schools) so planned as to result in better family and community living," the New Jersey Congress of Parents and Teachers had been working toward this same objective. Coincident with participation in the activities of the State Advisory Committee on Social Hygiene Education, the New Jersey Congress developed an intensive social-hygiene-education program aimed (1) to acquaint parents with sources of help and practical methods in the step-by-step sex-character training of children and youth in the home and (2) to secure the understanding endorsement and co-operation of its state-wide membership for the inclusion of a positive, continuous social-hygiene-education program for family living throughout the public-school system. Under the direction of the Congress' State Social Hygiene Education chairman, county social-hygiene chairmen in twenty of the twenty-one counties are actively promoting the program throughout the large state membership. A further step in accelerating the program was taken when the New Jersey

Congress made social-hygiene education one of its required goals. This is believed to be the first state congress thus to implement its efforts in education for family living.

Definite results of this widespread parent-teacher activity are evidenced in the consideration given Congress requests for action by the state administrators and, more recently, in the adoption of a resolution by the 1948 Annual Convention of the New Jersey Congress "that teacher training in the methods and materials of Family Life Education be a required study in all teacher training institutions in the State of New Jersey and that training be provided and encouraged for in-service teachers throughout New Jersey's school system by the New Jersey Department of Education, and that a copy of this resolution be sent to the Commissioner of the Department of Education."

Other Co-operating Agencies

Recognition of other co-operating agencies should include:

1. Participation of the New Jersey Tuberculosis League through work on the Advisory Committee and also in the promotion of public understanding by inclusion of social-hygiene addresses on their state programs, by response to county and local requests for social-hygiene speakers, by organization of institutes, and by free distribution of literature.

2. The New Jersey State and County Library Loan Services have greatly facilitated the family-life-education program of the New Jersey Congress, both through the procurement of a large assortment of recommended social-hygiene publications and by making the books readily available throughout the state.

3. The continued active interest of the State Department of Health through its Division of Venereal Disease Control personnel, both in its consultative and secretarial assistance and through its generous distribution of the latest endorsed

social-hygiene literature, renders valuable service and co-operation in the work of the Advisory Committee.

Indebtedness to the American Social Hygiene Association

In its evolving program of education for family life, New Jersey has profited largely from the consultative and training services of the American Social Hygiene Association and from the tested experience of the association's pioneer educators who blazed the trail in the development of a sound social-hygiene-education program for family living. The objectives, principles, and methods of procedure of these pioneers, dating back to 1914, have become the national pattern for constructive work in the schools and colleges, as evidenced in their adoption by the 1930 White House Conference, the N.E.A., and more recently by their readoption at the 1944 Social Hygiene Education Conference of the United States Office of Education.

Distinctive Features

Among the distinctive features of the New Jersey program might be listed:

1. Development of public awareness of the need and public understanding and endorsement for such a program
2. State administrative understanding and agreement upon the objectives, desired procedures, and cautions and development of specific types of programs for various school levels
3. Agreement upon essential teacher qualifications and provision for teacher training

Present Status

At the moment no entire school system has yet developed a fully integrated program as recommended by the Commissioner of Education and the Advisory Committee on Social Hygiene Education, although there are a number of partially integrated programs in some schools. More and

more schools are including some type of Education for Family Life, under various labels, in the curriculum. However, the programs differ widely, from a well-rounded four-year high-school course included in health education, a one-semester course for both boys and girls integrated in a class of home economics, a course integrated into Child Care and Development taught high-school senior girls by the school nurse, a special course for senior boys and girls in separate classes taught by their respective health and physical-education instructors, the widely publicized Toms River course for senior boys and girls, to a short series of talks by an interested classroom teacher.

In general most of the work is being done on the senior-high-school level, to a lesser extent in the junior high schools; but more and more attention is being focused upon the importance of a program on the elementary level. One suburban elementary school has had a successful program beginning in the kindergarten and running through the entire six grades. This program was begun with the full endorsement of the Parent Teacher Association of that school and after the entire teaching staff had been adequately trained.

Although progress has seemed unduly slow to some, it is believed that a solid foundation of public and administrative understanding is paying rich dividends that are bound to produce the desired goals — boys and girls adequately prepared for fine adult living and the establishment of enriched family relationships in American home life.

Mabel Grier Lesher, A.M., M.D., is Educational Consultant for the American Social Hygiene Association and Chairman of the Advisory Committee on Social Hygiene Education to the New Jersey State Department of Education. She gives undergraduate and graduate courses in Education for Family Life at Rutgers University School of Education. Formerly she gave similar courses for New York University (Chautauqua Institution) and other institutions.

EDUCATION FOR HAPPY FAMILY LIVING (UTAH)

Wayne J. Anderson

"For further information and reading materials to help you live a happy family life write to the Utah Social Hygiene Association care of the station to which you are listening." — Thus ran the closing message of a popular radio program which was heard throughout Utah and the intermountain west during the summer of 1948.

Such a program did not materialize out of thin air. It represented the attainment of one of the objectives of a civic-minded group of individuals who had first met in 1941 to help promote the cause of family life in Utah.

The first meeting of the Utah Social Hygiene Association was held on October 27, 1941, in the McIntyre Building in Salt Lake City. Among those present were such prominent civic leaders in Utah as State Senator Elias L. Day, Archdeacon W. F. Bulkley, Miss Winifred H. Dyer, outstanding educator, and Dr. H. L. Marshall of the University of Utah. A motion was unanimously carried to incorporate as a non-profit corporation and immediate steps were taken to begin an active program.

Prior to setting up the structure of the association, the secretary of the group was delegated to contact various organizations already interested in family-life education and to invite their leaders to appoint representatives to act in the new organization. Much enthusiasm was shown by those contacted and sixteen different groups, including civic and service clubs as well as religious organizations, agreed to be sponsoring agencies of the association.

At a subsequent meeting held January 26, 1942, articles of incorporation were drawn up which defined the purposes and outlined the administrative structure of the association.

A four-point program was adopted:

1. To combat syphilis and gonorrhea and conditions which favor their spread
2. To fight commercialized prostitution and sex delinquency
3. To promote sound knowledge of sex and high standards of conduct in matters of sex
4. And by all these and other methods to protect and improve the institution of marriage and the family as vital factors in human life

The membership clause provided that any reputable person or organization whose application was approved may join. To administer the affairs of the organization, a president, a vice-president, a secretary-treasurer, a board of directors consisting of fifteen members, and an executive committee consisting of five members were elected.

As soon as it was decided that a professional staff was necessary to help further the aims of the association, the problem of financing was attacked. Finally a solution was arrived at with the co-operation of the American Social Hygiene Association, the Utah State Health Department, and the Salt Lake County Community Chest. These three organizations united in joint financing of the association's activities. This action made possible the appointment of a full-time executive secretary as well as an office secretary. Since that time the organization has grown and developed and many outstanding civic leaders have donated their time and talents to its program. In addition to the officers previously mentioned, there is now an advisory committee composed of twenty-five people who are all active in various areas related to family-life education.

During the past two years, the association has been presided over by Judge Herbert M. Schiller, professor of law at the University of Utah, and his leadership has inspired all of the members to give freely of their time.

Perhaps the best way to describe the activities of the Utah Social Hygiene Association is to give some specific examples of what has been done. Throughout all its activities it has been the constant goal of its members to protect and improve the institution of marriage and the family. And it might be said in passing that such endeavor is well received in Utah. In fact, Utah is a state that is known for its traditions of home and family. Residents of the state proudly refer to the fact that Utah's children are its best crop. The people of Utah like to have large families. They enjoy owning their own homes. They delight in the possession of large living rooms as well as green-carpeted yards in which families and friends can mingle in homemade recreations. Utah is a family-minded state. Consequently, the task of the Utah Social Hygiene Association has not been that of stimulating interest in happy family life, but rather to point up that awareness and carry forward with a continuous, integrated service.

Just how has that been done?

One project has been the promotion of an annual Social Hygiene Day during the month of February. With the joint co-operation of the Salt Lake City schools, the Salt Lake Public Safety Department, the Salt Lake City Adult Night School, and the University of Utah, the association has brought in a nationally known leader in the family-life area to highlight each observance. It is proud of the fact that such leaders as Mr. Roy Dickerson, executive secretary of the Cincinnati Social Hygiene Society, Dr. Gage G. Wetherill, director of human-relations education for the San Diego city schools, Dr. Mabel Grier Leshner, educational consultant for the American Social Hygiene Association, Dr. Ralph G. Eckert, consultant in parent education for the California State Department of Education, as well as the late Dr. Noel Keys, have all visited Utah to give added impetus to the program. It has been the policy when a leader of

national reputation has been brought in to have him present his message to all age groups. High schools, universities, and parent groups have all been afforded the opportunity to gain added knowledge pertaining to the family.

Obviously, one speaker a year cannot meet the many demands for information in the area of the family, so the association maintains a speakers' bureau. Simply by phoning or dropping a card to the Utah Social Hygiene Association's office, any interested organization or group may procure a speaker who is an expert in the field of family relations. During each year, the bureau fills requests for about one hundred speaking engagements. These engagements range from fireside chats at which a few teenagers are gathered, to lectures before large groups of several hundred. Speakers are accorded enthusiastic response and many times after finishing their prepared lectures are required to answer questions far into the night.

The association has made its office a center for verbal and written information pertaining to marriage and its headquarters have become recognized throughout Utah as the place to procure reliable literature in the family-life area. Thousands of pamphlets as well as several hundred books are distributed each year. Exhibits of book and pamphlet materials are cheerfully set up at county fairs, conventions, etc.

One of the crying needs in the nation today is for teachers who are properly trained to present family-life education in the public schools. Utah is helping meet that need. The first positive steps in that direction were taken in the summer of 1946 when Dr. Mabel Grier Lesher first visited Utah. Through the joint co-operation of the American Social Hygiene Association, the University of Utah, and the Utah Social Hygiene Association, Dr. Lesher was secured to teach a course in methods in education for family life at the 1946 Summer Session of the University of Utah. A

large group of educators, health officials, and civic workers availed themselves of this unusual opportunity. The response was so great that Dr. Lesher was prevailed upon to return again for the 1947 Summer Session. At this session, a registration nearly triple that of the previous summer greeted Dr. Lesher, and two different courses were given. As an outgrowth of Dr. Lesher's visit to Utah, the University of Utah has become a permanent family-life training center. A course in methods in family-life education is taught throughout the year, an annual family-life institute is held, and several marriage courses are taught. Many of these courses have been presented for a number of years at the university, but Dr. Lesher's visit gave impetus to and helped co-ordinate the program. Perhaps two of the most interesting marriage courses given at the University of Utah are those called Patrology and Matrology. As their names imply, they help prepare youth for successful fatherhood and motherhood.

In all of its activities, the Utah Social Hygiene Association has co-operated with other agencies. It has been deemed wiser to work through and with existing organizations rather than to expend funds to set up new structures.

To reach individuals at all age levels, various methods have been employed.

The preschool child has been influenced through his parents. Trained leaders have been furnished to teach six-week Parent Teachers Association courses in family-life education which have been held in co-operation with the Salt Lake City Adult Night School and the State Department of Public Instruction. At these evening courses, both fathers and mothers have been taught proper terminology and the approved way to tell their children the story of life. Parents have responded wholeheartedly to these courses and classes of more than two hundred members have met two hours weekly to discuss family-life problems.

In order to avoid artificial learning situations, the association has preferred to assist teachers on the elementary level with courses of study rather than to approach students directly. In this way the office has become a useful center for such teachers. Although lectures have been given on the high-school and college levels, it is hoped that this need for the "outside specialist" will gradually disappear.

Nearly all of the religious denominations in Utah have given the program their approval and speakers have been furnished for many religious gatherings. A series of nine meetings was sponsored in collaboration with the Mormon Church in which short lectures covering family-life problems on every age level were presented.

One of the unique features of the association's program has been the recent *Happy Family Life* radio series. These presentations, written and produced by Mrs. Alvin G. Pack, one of the officers of the association, won instant approval. The theme of the series was the activities of the happy family and radio listeners were impressed with the fact that the happy family works together, plays together, dines together, and prays together.

Mrs. Pack, who is typical of the volunteer worker in the association, a former professional radio writer and producer, and incidentally has five children of her own, lived through a killing schedule in order that the series might go on. Being completely occupied with her family during the day, she set up a night writing schedule, and for a period of six weeks wrote the daily program every morning between the hours of two and seven. With such devotion to the cause of family-life education, how can the program in Utah be anything but a success?

Larger office space has been acquired through moving into the New Red Feather Building in Salt Lake City. Volunteer and professional staff alike are eagerly awaiting and creating opportunities to further the cause of happy family

living throughout Utah. The future is filled with promise for the Utah Social Hygiene Association and its members. Plans have already been formulated to establish a lending library, which will enable every individual who so desires to procure and read recommended books in the area of family life.

Wayne J. Anderson, A.M., is Assistant Professor of Home Life Orientation in the General College, University of Minnesota. He was formerly Executive Secretary, Utah Social Hygiene Association, teacher of elementary, junior, and senior high schools in Salt Lake City public schools, and missionary for the Mormon Church in Switzerland and Germany.

EDUCATION FOR RESPONSIBLE PARENTHOOD (MISSISSIPPI)

Samuel Tubbe Robbins

One morning in the fall of 1943, a wise and dynamic leader of parents and young women sat in the anteroom of the Mississippi Health Commissioner's office. Mrs. W. D. Cook, mother and past-president of the state Parent Teacher Association and Young Women's Christian Association, had asked the commissioner, Dr. Felix J. Underwood, for an appointment to discuss an urgent and pressing problem.

When admitted, Mrs. Cook told Dr. Underwood that she came as a mother and representative of the state Parent Teacher Association and Young Women's Christian Association. She reviewed first her experience as an unprepared mother at the time of her first child's birth — and its death soon after. She placed the blame for this tragedy upon her ignorance of parental responsibilities. She felt that this ignorance was a common condition in Mississippi homes and wanted to help others who needed the guidance she had lacked. Mrs. Cook assured the Commissioner that young men and women were seeking wholesome guidance in matters concerning their physical, mental, emotional, social, and spiritual make-up; in filial, familial, and social responsibilities of the sexes (child-parent-society) as interdependent, interactive, and integrating life experiences; in dating and the data for dating; in petting and the dangers therefrom; in choice of friends and in friendships; in mate selection, courtship, and honeymoon activities; in marriage, parenthood, and growing old gracefully. She also assured him that parents were asking official and nonofficial agencies to prepare their leaders for an active role of leadership in family-life education. They wanted leaders to guide them

in happier, healthier, more useful and productive family living. This required a pooling of talents and resources of all social agencies for the general welfare and for the greater good of each. It was the only sure method to improve, strengthen, and enrich the present generation of adults and the next generation. Mrs. Cook ended her message with, "Help us and you have our blessing — Mississippi youth and adults are ready for this program."

When Mrs. Cook left the Commissioner's office a letter was dictated to Dr. A. L. Gray, director of the Division of Preventable Diseases. The Commissioner requested the release of Dr. William G. Hollister, supervisor of V.D. Control, for service in a program of prevention through social-hygiene and family-life education. The idea was welcomed by both medical men because they had witnessed the increase of venereal diseases and their results.

Dr. Hollister, a young student of sociology and psychiatry, met with health educators, members of the departments of health, education, welfare, and leaders of P.T.A., Y.M.C.A., and Y.W.C.A. Free discussion developed and a unanimous decision was reached for continued study and for another meeting within the next two weeks.

In January 1944 a trial meeting of the personnel of six agencies was held for two days — formulating attacks and content for the program. It was the general feeling of the group that public opinion had to be won, and that the best way to achieve this goal was through interpretations. Who would do this? And what would one interpret if he or she so desired? In short, what was the content to interpret? Leaders suggested leadership training institutes to meet the demand for interpreters. These training sessions would last for three days, fifteen to twenty hours, and sponsoring agencies would have to select their talented leaders for this training. At the end of the institute leaders would report to their agencies and interpret the Education for Responsible

Parenthood program at meetings, conferences, institutes, teas, luncheons, parties, house gatherings, health clinics, welfare and educational sectional meetings, Hi-Y, Y-teen, and 4-H Club round-ups.

What was the content or gospel to spread? Leaders repeated the basic philosophy of education, including sex and family-life education, presented aims and objectives of education, outlined the filial, familial, and societal responsibilities to each other and their interdependent, interactive, and integrating nature, service to youth and adult leaders for discussion groups or study groups, teacher training, library services, public-school and college courses, guidance in the church, home, school, and community agencies, efforts for social agencies to work together, long-range views regarding law enforcement and social protection, child labor, marriage laws and physical examinations for avowed partners in marriage, and redefinition of sex and sex education. The aim? To preserve, maintain, improve, strengthen, and enrich family living by improving, strengthening, and enriching the lives of all citizens, young and old.

The group established a name for Mississippi's program. Sex education had an odor attached to it because of centuries of teaching that sex is physical, of the body, and evil. Leaders felt that their efforts would be impeded if they assumed that name. They wisely adopted Education for Responsible Parenthood which included sex education. The fear of sex had to be dissolved before visible progress in the program could be made. Under the ERP heading, interpretations of sex, social-hygiene, family-life, parent, and parenthood education were afforded.

From January 1944 until June 1945 three leadership training institutes were held — forty-two leaders were trained and they returned to their communities armed with information and inspiration. From this seed grew a forest of appeals for service from the church, schools (P.T.A.

meetings were heavily attended by teachers and the membership of their association backed the program, giving the go-ahead signal to educators), youth and adult clubs, and parents. The requests were so great for continued studies and services to the above groups that volunteers could not meet the demand. They were not trained family-life educators, only interpreters of ERP.

Local leaders called for assistance from a national association, stating that Mississippi was ready for a social-hygiene, sex, parent, and parenthood-education program. The American Social Hygiene Association responded by sending their team to Mississippi. Mrs. M. Martensen and John K. Williams, field workers, visited the state in February 1946 and met with local leaders to prepare ten communities for behavior clinics for the special services of Drs. Percy A. Pelouze and Mabel Grier Leshner, leaders in the social-hygiene- and family-life-education field. These subsequent meetings, well attended by parents, teachers, spiritual and youth leaders, and civic-minded citizens, proved effective in securing community understanding and endorsement. When the American Social Hygiene Association team left the state in March 1946 Mississippi was bubbling over with enthusiasm for a parent and parenthood educational program. The state was ready for the next step.

Mississippi Social Hygiene Association

A group visited the late Governor Thomas L. Bailey and appealed to him for help in establishing this urgent and popular program. In the appeal leaders presented an idea for the Mississippi Association that would be the vehicle for their ERP program. Without hesitation, the Governor sent out over two hundred invitations on official stationery to state leaders of social agencies, requesting their presence at a meeting, April 10, 1946, to discuss a serious and significant situation in the state. The meeting was a great suc-

cess, for these leaders founded the Mississippi Social Hygiene Association — an organized body of men and women with a common aim and purpose: to sponsor a program of Education for Responsible Parenthood. They elected officers, approved a constitution, made arrangements to finance the program, and instructed the president to invite national leaders to the state to be interviewed for the position of State Director of Education for Responsible Parenthood and Executive Secretary of the Mississippi Social Hygiene Association. All this on April 10, 1946. All this in Mississippi.

The author was writing his doctoral document in Houston, Texas, when a telegram arrived asking him to appear in Jackson for an interview. He arrived on the thirteenth of April, and on the fifteenth was informed that he had been unanimously elected to become their first administrator of family-life education.

Financial Status. The time ill afforded state support through legislation because the Legislature meets every two years and had just completed its biennial plans for 1946-1948 on March 15, 1946. This meant that the organization would have to go to the public for contributions for the ensuing years. Leaders felt that if the program were successful during this time, in 1948 it would become a state-supported agency like the departments of health, education, and welfare. The budget was set at \$12,000 per year, an office for the administrator was reserved and protected in the health-education unit of the departments of health and education, a secretary was assigned, and Merritt H. Brooks, V.D. co-ordinator for the State Department of Health, was released for service to the program.

M.S.H.A. in Action. With a full-time educator on the job, the first task remained: to win public opinion. The added burden of a financial campaign made it necessary to spread interpretations throughout the eighty-three counties of the

state, for people do not contribute to a program they do not know. This placed great emphasis upon leadership training. It became necessary to include leaders of every social agency within the state in this training. Representation at leadership-training institutes brought the program to all agencies, stimulated study groups for parents who belong to many clubs, and aided the association in the financial campaign. It also provided an opportunity to meet with leaders of these agencies, to learn of their talents and to tap them, to assist them in guiding their membership, to receive them as vehicles for the total parent and parenthood program, and to receive their approval for teacher-training, school, and church curricular changes, and the final integration in schools, churches, homes, youth and adult clubs, and community. It provided an excellent weapon for legislation.

Strategically the ERP program, like all programs of social welfare, would be as successful as sponsoring agencies succeeded in synchronizing their interests, talents, and resources for the common good, and eventually integrating family-life education into the daily living experiences of all citizens, young and old. These agencies would have to lose some autonomy in order to receive fuller and more satisfying benefits. If their membership grew in health and happiness they would grow in like manner.

Within a short space of time the author was called to speak or interpret the program to a summer institute of the state P.T.A. (August 1946), to three hundred Home Demonstration Council members who met at an annual conference (August 1946), to welfare conferences, health associations, Y.M.C.A. or Hi-Y and 4-H Club round-ups, to two hundred members of the Federated Women's Club Annual Conference, to one hundred junior auxiliary members at their annual banquet and conference, to the Executive Board of Thirteen of the state American Federation of Labor, and at the Methodist Retreat (two hundred spiritual

and lay leaders attended this retreat), to college classes, county teachers' associations, high-school students, P.T.A. meetings and discussion groups, maternal and child-care clinics, reform-school students (white and Negro), to church groups (Sunday classes and minister-wives clubs, and other gatherings). This spirit of agency sponsorship and support paved the way for active approval from parents, teachers, youth, spiritual leaders, businessmen, and civic-minded individuals.

Growth of Content. The Mississippi program grew with each attempt to meet the needs of the population and professional leaders who serviced the program. The author cannot pay adequate tribute to parents who had had few educational opportunities but possessed good common sense. They helped to build the ERP program. Discussion groups proved a most effective instrument for individual and group growth. It not only gave parents an opportunity to tell of behavior problems at home and in the community but provided soil for the exchange of methods and materials for child care, health development, and for personal and social improvement. It also afforded the opportunity for social gatherings and for distribution of literature in the local areas. Many parents came to the discussion groups thinking that their children were abnormal and that they were not doing a good job of child training. They left with confidence that their children were wholesome, normal, and healthy, and that they were doing well. The meetings proved to be morale builders. The meetings also drove our local medical men, social workers, spiritual leaders, and educators into the libraries for study and research. And it stimulated them for further service.

The program then spread from the need for interpretations and leadership training for interpreters and resource individuals to effective study or discussion groups, community conferences, library service, individual counseling,

planned talks to students in grades 7-12, discussion groups with youth, law enforcement, and finally legislation by 1950.

Community Conferences

After leaders were trained and enough interest had been stimulated in certain communities, the central staff was called to meet with the community for three days. In the evening agencies assembled their membership for a community meeting on ERP, for teachers needed public approval. They were timid about studying or integrating materials in family-life education into the daily living in school until parents and spiritual leaders gave them assurance of a joint and shared experience for ERP guidance. This conference provided an excellent and encouraging vehicle for parent discussion groups, teacher training during summer months, distribution of literature, and establishment of local ERP committees for financial assistance.

The meetings were held for three nights and two afternoons. Topics for evening discussions were:

1. Case for ERP and how we grow emotionally. Parents and teachers witnessed the normal growth of the child to adolescence — affording familiar instruments for growth with their children and better understanding of them. It also gave parents an opportunity to observe the importance of their health and happiness to their child or children.
2. Appreciating parenthood. This section gave parents and teachers adequate knowledge of male and female physiology, gave them correct terminology and techniques for answering questions children ask.
3. Understanding the adolescent.

Topics for the afternoon sessions with teachers:

1. Techniques for integration
2. Distribution of a kit of materials
 - a) Teach with lives and not with words
 - b) High calling of parenthood
 - c) From boy to man

- d) Problems of growing up
- e) Are you emotionally mature?
- f) Units for grades and subjects
- g) Bibliography

Teacher Training

The University of Mississippi, Mississippi Southern College, Mississippi State College, and Delta Teachers College introduced health workshops for teachers and superintendents during the summers of 1946-1948. Teachers met for six weeks, received credit for the work, were orientated to the ERP program, and given techniques for integration in school, church, youth, and adult clubs. During the three years, three hundred and sixty-one teachers and superintendents were trained—another six hundred were recipients of one or two lectures. All teachers were required to submit term papers or projects for grade or subject integration, to survey a behavior problem in their immediate school or community, and to meet with communities for definite techniques for community and school service.

In 1947 Mississippi Southern College initiated courses in Marriage and Family Living and Child and Adolescent Dynamics. The author was part-time assistant professor of physical education at the institution. The courses were so popular that the college faculty sponsored a Family Life Week, April 26-30, 1948. Whitworth College also introduced the same courses for their students. Other colleges in the state were interested but could not locate personnel for similar classes.

Discussion Groups

Parents met for six hours on three different days. In the early review of parental needs, it was stated that they wanted training in parent and parenthood education. Parents wanted adequate and useful scientific knowledge and correct terminology for answering questions children ask. They felt

that the reason for perpetuating the "stork story" was because they did not have this instrument. Parents wanted to learn this and face the issue when their children needed sex guidance. Parents wanted to know the habits and characteristics of the adolescent period. Thus all discussion or study groups met to exchange views regarding the following subjects. Only leaders who were trained at the leadership-training institutes could lead these discussion groups. Very often the leaders would call the state director to present the first section and other leaders continued servicing the group at the two remaining sections.

First Day. Review of the Case for Family-Life Education (first hour) and Emotional Development (second hour). Parents wanted to understand their children better and to grow with them. They wanted to know how behavior patterns developed, what was normal and abnormal, why thumb sucking, bed wetting, nail biting, poor eating habits, brother-sister jealousies, temper tantrums, etc.

Second Day. Appreciating Parenthood (male and female anatomy, puberty changes, emotional factors during this period, techniques for answering questions children ask and guiding adolescence). Here they used or applied the information they received during the first part of the session.

Third Day. Understanding the Adolescent (an age of physical and emotional changes, idealism, excesses, rebellion, heterosexual interests and associations, love expansion, and becoming adult).

Over three thousand parents attended these study groups and appeals for more and longer sessions were frequently heard.

Future

Any program of a grass-root nature that has captured the imagination of citizens and leaders of social agencies will grow and live on. Parents and youth have asked for this program and actually pushed their leaders' backs against the wall to get it. They found information and inspiration

that lifted morale; they demonstrated through their attendance and requests that they want a program of Education for Responsible Parenthood. Leaders should continue to grow with their followers and continue to serve them intelligently and with conviction. Mississippi, like all states, needs trained teachers who will be teachers of teachers, of parents, of youth and spiritual leaders, of adult club leaders, and of the community. Mississippi's ERP program depends upon the quality of these leaders and upon the co-operation and harmony of leaders of social agencies.

Samuel Tubbe Robbins is community organizer, lecturer, and instructor for Personal and Family Living. He was formerly State Director of Education for Responsible Parenthood and Executive Secretary of the Mississippi Social Hygiene Association and Assistant Professor at Mississippi Southern College, where he initiated courses in Marriage and Family Living and Child and Adolescent Dynamics.

A COMMUNITY SOCIAL-HYGIENE-EDUCATION PROGRAM (SAN DIEGO, CALIFORNIA)

G. Gage Wetherill, M.D.

In 1937, a group of teachers and administrators sat together discussing the place of social-hygiene education in the school. The consensus was that the sex-social aspect of living was an important part of growing up and too little help was given for its direction. There was general agreement that sex education should stem from the home. Illustrated talks were given to groups of parents through the Parent Teacher Association. Great interest arose from these talks and parents reported the information helped them in answering their children's questions.

Somewhat confused about the function of sperms, ova, and the placenta, and troubled about how to answer questions about family life, romance, and marriage, many parents asked why the schools could not carry on a program covering these important matters. Questionnaires to high-school students indicated they needed and wanted help with their social problems. It was discovered that adult attitudes toward sex were the only ones to be feared.

Realizing that community acceptance was necessary for a program of this nature many talks were given to men's and women's organizations. Public forums were held to discuss the question of sex education. These meetings proved that even grown-ups could discuss sex sensibly.

Sex-education materials were presented to representative groups of school children. Nothing happened except that they were found to be eager for the information and treated it without prejudice. They were easier to talk to than were the adults.

With community approval and a demonstration that

youth reacts to sex information with sincerity, committees were set in motion to develop a program of social-hygiene education in the schools. The objective of the program was to present sex education as part of the regular curriculum for understanding of the sex-social aspects of living to promote good attitudes and conduct. Procedures to approach the objective were to follow the educational methods already functioning in the curriculum. Through planning and steering-committee action, social-hygiene information was made integrative for courses of study in the curriculum. Courses were planned where there was group need. Individual needs were met through counseling.

It was recognized, early, that teacher preparation would be helpful in developing the program. Social-hygiene-education units were developed in summer workshops. University extension-division classes were given annually. Summer-school courses provided background for many teachers. The Training Center in Family Life, Health and Social Relations of the University of California gave intensive work in the field. In-service teacher training was given to those who evidenced special interest in teaching social hygiene.

Adult-education classes gave training to parents for better leadership and guidance in social living in the home. These classes became very popular and attracted record attendance. They also promoted understanding among the people, which helped to create public acceptance of sex education.

All elementary grades, from 1 to 6, participate in an integrative program of sex education. The Course of Study for Elementary Schools contains suggestions under science in the first grade as follows: awareness that plants grow from seeds and bulbs; knowledge that frogs change from egg to polliwog to frog; knowledge that chickens and ducks hatch from eggs; awareness that most birds build homes, lay eggs, and raise families; awareness of the differences in the way living things reproduce themselves.

Under the social studies, the following goals having to do with family life are typical: courtesy, consideration, and sharing; appreciation of the services and duties of each family member; appreciation for and interest in family recreation.

Other opportunities for contributing to social-hygiene education present themselves from time to time. Among these are questions that are asked by pupils. To enable teachers to give appropriate answers to sex questions, a monograph containing the commonly asked questions and their answers was prepared in a summer workshop.

Sixth Grade Lessons. The most impressive of the social-hygiene teaching on the elementary level is done in the sixth grade with the lessons on "growing up." These lessons are given on a voluntary basis to sixth-grade boys and girls about to leave the elementary school, where their association has been with younger children interested in small-child activities. When they enter junior high school they will be thrown with older children who are becoming interested in boy-girl relations such as dating, romance, and social conduct. This important social transition deserves planning for understanding. A pattern of social behavior developed early is important to successful and happy adjustments to the many sex-social problems young people must meet through the years.

Specially prepared teachers or school nurses meet several times with boys and girls separately for discussion of "growing up." Such matters as choosing friends, growth and development, functions of the genitalia, and their names are given in the first lesson. In the second lesson the story of reproduction and the birth of a baby are given. The third lesson consists of discussions of menstruation, body care, seminal emissions, and the meaning of parenthood. A question-and-discussion period may follow each presentation.

The lessons are found to be most effective when preceded by a demonstration of their content and methods to parents.

A week or two before the lessons begin, a meeting is held for all parents of sixth-grade children. The contents of the lessons are presented to the parents in concentrated form. Parents generally (98%) are eager for the information and happy the school will present it to their children. Parents know what questions to expect from their children following each lesson. Parent-child discussions and confidences are stimulated in this way. Thus, the school sex-education lessons include the home as a participant.

Group Counseling. On the junior- and senior-high-school and junior-college levels, a different approach is used. At these ages students are facing sex-social problems from day to day. The story of reproduction is not enough. Young people are concerned not with learning the mysteries of life for the future, but with meeting life's problems now. The world with all its human relations has opened to them. Even for them it is too late for some things; for others it is only the beginning.

It is important that social-hygiene counselors understand the backgrounds from which some students come. Teachers protected by the environment of the better social circles may be unaware of these backgrounds. It is the successful counselor who projects his understanding into the homes and the personal problems of these young people. Excessive drinking, bickering, and vulgarity are not unusual home conditions. Some students come to school from families where there is marital unhappiness, perversion, and prostitution. Read the Kinsey Report for statistical evidence of some of these conditions. Counselors who really get close to students receive this information firsthand. Social-hygiene education in some cases is serious business. Students come to counselors with many difficult problems. Shall they be given help or turned away?

The common social problems confronting high-school students have to do with romance, petting, group acceptance,

and family relations. It seems almost impossible to meet these needs through a course of study, so no course of study is provided. Rather, the presentations and discussions take shape as the needs of the group are discovered.

The social-hygiene counselor meets with a group of twenty students (boys or girls) once each week for a period of six or more weeks. The frequency and number of meetings may vary. The first meeting is given over to general discussion of problems of young people. The counselor lets it be known that any sincere problem may be discussed frankly within the group. Areas of interest are established through questionnaires. The counselor presents each topic as the discussions move along. Having given information basic to the understanding of a topic, it is thrown open for group discussion.

The response to the group counseling has been overwhelmingly good. Young people stay after class, desiring more discussion of things they feel they do not understand. Guidance is given in special reading to meet individual needs and interests.

The state teachers college is active in providing sex-education training for teachers. As these new teachers with good background and better attitudes toward sex come into the public schools, it becomes possible to expand the sex-education program.

Sex education has become popular with parents of small children. Parents feel they are better able to give guidance to their children when they have additional background of understanding in sex-social relationships. Parents are given classes through adult education, Parent-Teacher Association meetings and study groups, and the educational program of the Family Service Association.

Young people were brought in on the planning of social-hygiene education as a total community project. Youth groups invited speakers on social hygiene to their meetings.

Matters of importance in family-life education become goals of many of these organizations.

The churches of the community support the movement by inviting speakers in for their Sunday School classes and young people's club meetings. On Social Hygiene Day, sermons were preached from many pulpits on family-life education. The Council of Churches supports and participates in many public meetings throughout the year.

The Family Service Association employed a man especially trained in family-life education to function as its director of education. Through his efforts many adult- and youth-group programs developed. Emphasis was placed on family-life education in the case work of the agency.

The Venereal Disease Control Clinic of the Public Health Department provides not only the services of V.D. Control Officers, but loans films to interested groups. The Venereal Disease Control Officer and his investigator give talks on venereal disease as a social problem, its incidence and treatment.

The mayor appointed a committee during the war to assure the co-ordination of all community agencies in the repression of prostitution and control of communicable disease. The mayor acted as chairman of the committee and held the meetings in his office every month. Through the "mayor's committee" the courts, schools, Army, Navy, welfare department, community welfare council, and police department, co-operated in a planned drive against prostitution and venereal disease. This co-ordinated effort resulted in closing every commercial house of prostitution in the area. It lowered the V.D. rate to the extent that a statistical study showed the area to be the best controlled of all port cities. At the end of the war, with the lessening of controls, the mayor's committee did not disband. It worked all the harder to hold the gains made during the war. The madams and pimps who sat through the war, in San Diego, waiting

for the "heat" to be off so they could open their houses are still sitting. They have only begun their wait.

The Social Hygiene Association plays an important part in this community program of better social living. It is the voice of the people. Being a voluntary agency, it is free to speak and act. When the courts become lax in their handling of prostitutes it is the Social Hygiene Association that puts on the pressure for better control. Rapid-treatment centers and sex education were promoted, in many communities, by this agency. Through guidance of the parent organization, the American Social Hygiene Association, many local social-hygiene groups throughout the country provide the community support necessary for action.

The public schools of San Diego initiated the social-hygiene movement, but its strength came in total community action. It is true that the war was a stimulating force, but continuance of the program since the war indicates the sincerity of the community in controlling vice and promoting better social living conditions for the future.

G. Gage Wetherill, M.D., is Director, Health Education, San Diego city schools, California.

ADVANCED LIFE SCIENCE IN THE BRONXVILLE SCHOOLS (NEW YORK)

Howard V. Funk

In 1926, Dr. Willard W. Beatty, at present director of Indian Education for the United States and Alaska, then associate superintendent at Winnetka, Illinois, came to Bronxville as superintendent. His early training at San Francisco State Normal School under Dr. Frederick Burke and his subsequent experience with the experimental program of the Winnetka Schools convinced Dr. Beatty that a primary function of public schools is to equip pupils with the knowledge, attitudes, and skills needed to enable each individual to function adequately and with personal satisfaction in the society in which he lives.

This concept of education has two recognizable phases. The first, and immediate, is to equip each child at every level with the facts and attitudes necessary to enable him to live satisfactorily with his peers, in general, the society of the school of which he is a member, and the community of friends he has out of school. The second, and long-term goal, is to instill these attitudes and supporting knowledge so thoroughly and deeply that they grow with the individual as he matures, thus making him a better functioning member of whatever community he is a part.

Both aspects are important, especially so in sex education, for the prime consideration in this field is not simply the imparting of knowledge. That in itself is not sufficient. There is the concomitant and highly important task of instilling healthy attitudes and enduring values in human relationships that will grow as the individual matures. This concept is basic if the second generation is to derive benefit from parents' background, a point which I shall illustrate later.

Shortly after his arrival in Bronxville, Dr. Beatty determined to inaugurate a course in sex education. It is upon the foundation laid twenty-two years ago that we have been building our program. Experience has enabled us to improve and strengthen our work, but the essential goals are still those outlined.

How may goals such as these be achieved?

Perhaps we can best describe our procedure under two general heads: class or group organization and teacher qualifications.

Advanced Life Science is an integral part of science which in this school is taught from kindergarten through high school by well-trained teacher specialists. Beginning with the simplest concepts children are taught to think straight, to develop and maintain inquiring minds, to ask questions, to seek and collate pertinent data, and to form logical conclusions. At every level questions are answered honestly and frankly and in detail commensurate with the maturity and understanding of the inquirer.

Laboratories are equipped with suitable apparatus for the work at hand. In the lower levels much of it is simple and easily acquired, yet it fulfills the needs of youngsters learning to manage equipment and material and to draw simple conclusions as a result of their experiments. The upper-grade laboratories have, in addition to the usual equipment, many homemade pieces designed by teachers and pupils for a particular purpose. The elementary laboratories, and those on the upper levels devoted to life science and biology, are filled with living things. Mice, rabbits, guinea pigs, hamsters, bees, ants, snakes, toads, frogs, turtles, fish are on hand, perhaps not all at once, but certainly during the course of the year and in proper season. Nor is this material confined to the laboratory. Classrooms, too, have aquariums, terrariums, plants, and often a family of animals of some kind. Geology, astronomy, and other aspects of science all

have a place at the proper time in the child's progress through this immense field.

This, then, is the matrix in which sex education is taught. The word "matrix" is used advisedly, for our work in sex education is embedded in the science program. It is not something dragged in at a special time, but is a logical development in a continuing course of ever-widening knowledge. By itself it occupies a short period of time. This can be so because it is an integral part of a much larger picture.

At the seventh-grade level boys and girls are taught separately in Advanced Life Science classes. The elementary-school Life Science logically becomes Advanced Life Science on the next level. These groups meet one forty-five-minute period five days per week. Classes are usually twenty-five in number, though some are over thirty.

Consider now the possibilities. Here are groups of boys and girls, twelve or thirteen years old, at the threshold of adolescence. They know many scientific terms, they are interested in the way they grow, develop, and function. They are skilled in group discussion, and acquainted with simple ways of gathering, outlining, and classifying scientific data. At this age they love pets, and are willing to spend hours caring for them and studying their food habits and bodily functions, including reproduction. The birth of an offspring is a much-hoped-for event to be celebrated with joy.

The wise teachers help these children to build vocabulary, to codify facts, and to obtain full answers to their questions. Discussion of reproduction in their living material is quite as matter of fact as that concerning breathing, eating, assimilation, and elimination.

At the proper stage, usually toward the end of the seventh grade, this knowledge is carried on into a discussion of reproduction in man. To children schooled as these are there is nothing strange or out of place about the matter. It is simply a logical part of the developing story which began in

kindergarten and will be carried on as occasion arises through the remainder of their school career.

The time devoted to human reproduction varies, but generally two weeks is ample to answer questions, to discuss points of view and to go on to other matters of importance in the scientific world. There is nothing secretive about the lessons on human reproduction. As one pupil replied to a parent's inquiry, "Don't you talk about all this outside of class?"; "Yes, we do some, but there's not much to talk about. Everyone knows as much as everyone else."

It is apparent that the teacher in charge of such a class must be well trained, experienced, and highly skilled. She must be able to think of every child as an individual; she must understand, love, and enjoy children. She must be able to gain their confidence, be sympathetic, yet hold their respect. She must be quick to recognize individual problems, to encourage the reticent child, and to curb the verbose. She must set an atmosphere that encourages honest, sincere discussion and enforce rigidly the dictum, "You may laugh with someone, but never at someone." The building of attitudes and values in sex education far transcends the imparting of facts and knowledge.

In our nearly quarter century of experience in this field, we have had five teachers for our boys and girls — four women and one man. All hold masters' degrees in biological science. Two were at one time premedical students. All are unusually mature, well-balanced individuals. All attract children naturally and are willing to spend endless hours in laboratory housekeeping and individual pupil conferences. All have achieved admirably in a field where the poorly equipped or emotionally unstable teacher would be in hot water from the start.

Evaluating such a course of instruction is not easy. Reports from our graduates, now adults with families of their own, give the best insights. We have many such reports.

The following is quoted as quite typical: A former teacher met a young mother in the doctor's office. After exchanging greetings the young mother, who was expecting her third child soon, said, "You know, I was thinking about you the other day. My other two youngsters are old enough to notice I've changed, so they've asked a good many questions. I've answered them frankly and without embarrassment, to their satisfaction and mine. There are a number of young folks my age living in our apartment house and they think I'm crazy to talk to my two children as I do. The other day I got to wondering why I behaved as I did in answering my children's questions because I didn't talk about the 'stork' or beat around the bush. Why was I different? Then I remembered my seventh-grade Life Science and I know why I could talk with my youngsters the way a mother ought to."

That is what I meant when I said in the beginning that the parents' background is highly important in maintaining and improving relationships with their children. Let me emphasize again, as I hope I have done throughout, that sex information alone is not adequate. Knowledge must be accompanied by wholesome attitudes, and the enduring spiritual values that are, or ought to be, the outcomes of good education in any field involving human understanding and relations.

And, finally, I believe that the public school, and school people generally, have been persistently deluding themselves in regard to sex education. The question is not whether boys and girls shall know about sex. They have a good many ways of finding answers to what they want to know. The only choice in the matter lies in the source of their information. Shall they get their knowledge of sex and attitudes toward it and toward each other from the finest teachers we can train and the best courses educators can devise? Or shall they pick up their knowledge where they find it, without regard to authenticity or the enduring life values that mean

so much to their own future well-being and that of their offspring? When those two questions are carefully considered and thoughtfully answered the proper course of action will be clearly apparent to all alert schoolmasters vitally interested in the welfare of young people.

Howard V. Funk is Superintendent of Schools, Bronxville, New York, and is a teacher of wide experience in Wisconsin, Illinois, and New York.

TRENDS IN FAMILY-LIFE EDUCATION

By William F. Snow, M.D.

The history of nations the world over provides a wealth of information about varied methods of family-life education and the training of individuals to adapt themselves and their conduct to prevailing views regarding the family in their day and generation. In the United States the family, comprising a father, mother, and their children, has been recognized as a basic social unit in the structure on which our way of life, our laws, and our institutions have been fashioned.

While recognizing the right of each citizen to life, liberty, and the pursuit of happiness, the trend of public opinion and action has been to insist that a major factor in securing and protecting such rights is the steady improvement in laws and practices favorably affecting marriage, the home, and the community environment.

As our old-established farm and village life, for nearly half our population, has given way to living in city and highly industrialized areas, the problems of adjustment of personal conduct to the demands of social welfare have become progressively complicated and difficult. Education in the home, the school, the church, and other community institutions has not kept pace with the needs of children, youth, and older persons for appropriate information and guidance — particularly in regard to the constructive and destructive uses of their sex endowment.

The broad aspects of sex education or social-hygiene education have long included, as Professor Maurice Bigelow points out, the biological, hygienic, mental, and social relations of the two human sexes and is of concern to many other fields of interest — anthropology, for example. For this reason he proposed the use of a broader term such as

human-relations education and encourages the collaboration of competent teachers of biology, sociology, anthropology, and other subjects in developing a course or a series of correlated instruction units on human relations for youth. There is great need also for practical information and instruction of this nature for adults of all ages. And many of our important activities in behalf of public health and social welfare are inevitably dependent to a large degree upon appropriate education of this character.

Speaking particularly of the encouraging gains in our nationwide attack upon the venereal diseases, former Surgeon General Thomas Parran said, at the close of the war, "Will the good citizens who everywhere have backed up our war effort be ready to continue their part of the fight?" Victory will come sooner if all community forces that strengthen human character join in the fight against these diseases and the conditions which favor their spread. It will come sooner if our churches, homes, and schools maintain and intensify their efforts to fortify family life and to improve human relations. It will come sooner if law-enforcement agencies and civic groups strive more vigorously to prevent juvenile delinquency and to rout out unwholesome influences in the community. The same comments regarding the importance of human relations and family life apply to problems and programs for combating other health and social ills.

The truth of these observations was proclaimed and has been fully tested by the American Social Hygiene Association which was established in response to the demands of national, state, and local voluntary agencies, each of which, in the early years of the century, had been studying and carrying on activities related to some phase of problems of the right and the wrong use of the sex endowment of humans. Outstanding among these agencies were: (1) medical

and public health groups; (2) social protection and law enforcement groups; (3) public-education and religious-education groups; (4) recreation and entertainment groups.

These groups urged the setting up of some sort of national clearinghouse to which they might apply for information about what was being done elsewhere, and for specific advice and assistance in dealing with their special local situations. Finally, at the International School Hygiene Congress in Buffalo, New York, in September 1913, after a stirring series of sessions participated in by world leaders in education, medicine, sociology, and religion, the decision was made to incorporate in 1914 the American Social Hygiene Association for the general purposes described in Article II of the Constitution which reads:

The purposes of this Association shall be to acquire and diffuse knowledge of the established principles and practices and of any new methods, which promote or give assurance of promoting, social health; to advocate the highest standards of private and public morality; to suppress commercialized vice, to organize the defense of the community by every available means, education, sanitary, or legislative, against the diseases of vice; to conduct on request inquiries into the present condition of prostitution and the venereal diseases in American towns and cities; and to secure mutual acquaintance and sympathy and cooperation among the local societies for these or similar purposes.

In subsequent years covering two World Wars, a major depression, and unparalleled advances in science and in the migration of families and individuals, the association has found governmental and nongovernmental co-operation for these purposes vital to the preservation and improvement of personal and family living.

The work of the association began with the launching of its information service, including the journal, bulletin, and pamphlets. Plans were made for developing specific pro-

grams for three major divisions: (1) establishment of medical and public-health activities; (2) the combating of commercialized prostitution and other environmental conditions; (3) the promotion of appropriate and effective sex education.

In his first annual address, President Charles W. Eliot said:

To all those who have been active in contriving and establishing this new agency for promoting public health and morality, it seems requisite that a clear and comprehensive statement should now be made concerning the objects and aims of the Association, and the means by which it intends to pursue them. It is also important to indicate what it does *not* mean to do, as well as to state the positive actions it hopes to take.

President Eliot illustrated this procedure by concrete statements on the matter and method of dealing with the medical and social protection phases of campaigns against the venereal diseases and commercialized prostitution. In dealing with such evils, he said, "We can no longer give first place to considerations of innocency, delicacy, and reticence any more than in dealing with war. The attack on them must be public and frank, but it should also be high-minded, and free from suggestions which might invite youth to experiment in sexual vice." From the beginning these parts of the work were developed in co-operation with all other nongovernmental and governmental agencies that could be interested.

Finally, President Eliot said the association proposed to take an active part "in bringing about certain educational changes which will touch first parents, then teachers, then adolescents, and lastly children. In the field of social hygiene as in almost all the different provinces of public and private morality, improvements cannot be firmly established until the rising generations have been thoroughly imbued with

them, and have been brought up with right conditions." It was the view at that time that parents, adequately informed, are the best teachers; but that normal schools and colleges should begin at once to prepare educators for co-operation with the home in assuring appropriate instruction.

It was recognized to be of the utmost importance that the processes adopted for diffusing sound knowledge about the normal and the morbid sex relations, the dangers of licentiousness, safe mating with a view of healthy progeny, the prevention of the reproduction of defectives, the destruction of commerce in vice, and the prevention of venereal contagions should all be carried on plainly but delicately, without exaggeration or morbid suggestion, without interference with parental rights or religious convictions, and, in general, in a pure, high-minded, disinterested way. It was also agreed that the pioneering part of this work must be done by voluntary associations, as is usual in social reforms; but that it should be the constant aim of these private organizations to enlist gradually the public authorities in this vast undertaking, and to transfer to the public treasury, as fast as possible, the support of all these parts, the work which experience proved to be of sure and permanent public advantage.

The association started out thirty-five years ago as a membership nonprofit voluntary organization incorporated under New York laws, supported entirely by dues and contributions and working primarily through state and local agency members and affiliates as channels of communication and contact with interested citizens. Its program, as mapped by the founders and revised from time to time, has been marked by flexibility of method, by adaptation to changing conditions and advances in science and sociology, and by a

consistent readiness to take hold wherever, at any given time, there appeared to be the greatest opportunity for service, the ultimate goals, however, remaining unchanged. The published volumes of the *Journal of Social Hygiene* record, in detail, the major activities and accomplishment of this organization. The board of directors has always insisted that its program and projects must be based upon demonstrated needs, practical proposals, and full knowledge of conditions, whether these concerned public information and community action, educational measures, medical and public-health measures, or legal- and social-protection measures. Wherever possible the association has worked through other established agencies, believing that this makes for economy and efficiency and wins confidence and respect.

The field studies of the association relating to education for personal and family living show a great variety of methods and ever-increasing number of schools in all parts of the country which are worthy of commendation and duplication. One of the recent pamphlets of the Association, *Education for Personal and Family Living* as applied to the social-hygiene field, which is in demand, reviews the current situation in the United States. Much of the data collected has been secured in connection with the community-service activities supplied by joint projects with affiliate and co-operating agencies. Another pamphlet published by the association — *Some Social Hygiene Problems of Los Angeles County* — illustrates some of the ways in which the association works with community groups and helps to promote interest and action in matters related to family-life education.

Counseling and guidance, to the extent that well-trained and qualified family counselors can be made available to help the various members of families seeking advice and assistance, have always been advocated by the American So-

cial Hygiene Association. Over the years a very considerable portion of the time and field services of many of its staff has been devoted to lectures, demonstration, and promotion of training personnel for this purpose in normal schools, colleges, and other institutions, such as schools for nursing and social work.

Most national organizations get called upon for aid and participation in international activities; the American Social Hygiene Association has been engaged in co-operative projects with both nongovernmental and official agencies concerned with such efforts in its field since 1914 — particularly with the armed forces in both World Wars. At the present time the association staffs and operates a Regional Office, for the Americas, of the International Union Against the Venereal Diseases, serves as a recognized consultant of the United Nations on problems coming before its commissions and specialized agencies, and participates actively in a wide range of other significant international projects.

Among the currently urgent and important special projects in the United States a national-defense program in this field, requested by the Secretary for National Defense, is being carried on with the co-operation of the United Service Organizations and the association's affiliated state and local agencies. These activities are of unusual significance and timeliness, and are attracting renewed attention of parents and community leaders because of the new emphasis being placed on the basic arguments for family-life education. Both officers and men of all branches of the armed forces came out of the Second World War convinced that medical science and military control and discipline alone cannot be counted on to eliminate the venereal diseases and related medical-social ills as major factors in reducing fighting strength. Major General John M. Devine, who studied this question closely and directed the experimental units at Fort Knox, recently summed up the currently accepted views of

the military at the last Annual Social Hygiene Day meeting of the association in these words: "A sound social hygiene program adapted to the needs of this age group was uppermost in my mind — in planning the military training and educational experiments at Fort Knox. There was no doubt then, and there is none now, that an effective program of social hygiene must be based on personal morality and self-respect; and that the only sure preventive of venereal disease is continence. . . . The favorable results of the social hygiene program have been generally recognized. In the Military attitude toward VD control, moral responsibility, self-respect, and self-control are being emphasized. Above all, great emphasis is being placed on sound leadership and proper guidance, upon impressing upon the individual the value of right conduct, the rewards of clean living, and the obligation of the soldier to himself, to his home, to his organization, and to his country, to make himself a better citizen. For everything that makes a better citizen also makes a better soldier."

With these views the association is in full accord. In a recent message to the membership, the honorary president, Chancellor Ray Lyman Wilbur, described the goal of social hygiene as "a people healthy, normal, well balanced — fit to build successful families, homes, communities, as foundation stones of strength and progress." The objectives of family-life education, so convincingly presented by the editors and the authors of the special articles in this issue of *THE JOURNAL OF EDUCATIONAL SOCIOLOGY*, are sound; and all agencies concerned with promoting them have had the support and extensive field-service assistance and counsel of the American Social Hygiene Association since its establishment. On the basis of this experience its members

believe that these broad objectives of family-life education can be achieved.

William F. Snow, M.D., is the Chairman of the Board of Directors, American Social Hygiene Association; President of the International Union Against the Venereal Diseases; and author of many books and pamphlets in the field of social-hygiene, sex, and family-life education.

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